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ABSTRACT

This compilation of materials from the Rum River (Minnesota) region special education programs includes the following items: (1) an outline of performance-based supervision and employee review techniques for special education supervisors and administrators; (2) a brief description of the Rum River North and South day treatment programs (for students with severe emotional/behavioral disorders); (3) mission statements of the Rum River Special Education Cooperative and Region 7 cooperative service unit; (4) a job description and announcement for an instructor in the day treatment program for students with emotional and behavioral disorders; (5) a job description and announcement for the school social worker/reintegration facilitator for Rum River (North and South); (6) a job description and announcement for the position of academic and behavior manager; (7) a potential employee rating form; (8) an employment application form; (9) assessment guidelines for potential employees prior to being interviewed; (10) a staff performance self evaluation form; (11) a staff performance review form; (12) a letter and review form for other program staff to complete; and (13) examples of evaluations by other program staff. (DB)

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Rum River North / Rum River South

In conjunction with
Milaca Public Schools and Mille Lacs County

In conjunction with
Cambridge-Isanti Schools and Isanti County

Bruce Miles, Ed. D., Director

April 8, 1993
CEC 93 - San Antonio, Texas

Performance-Based Supervision and Employee Review Techniques for Special Education Supervisors & Administrators

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Outline:

I) Introduction

- A) Evolution of Special Education
- B) Internally Valid Employee Processes
- C) All Employee Processes Reflect Organizational Beliefs
 - Processes reflect vision/mission (Packet; page 1)
 - Processes reflect local beliefs or higher set of principles (pages 2-3)

II) Element #1: Performance-Based Selection of Employees

- A) Performance-Based Job Description (pages 4, 5, 6)
 - 1. Responsibilities determine target goals of search process
- B) Reliable Evaluation of Applicants (pages 7-8)
- C) Action Interview
 - 1. Setting the stage & who to invite
 - 2. Application of skills through applicant instructions (page 9)
 - 3. Demonstration of desirable behavioral traits
 - 4. "Tell us about..." (Bibliography sources 1 & 2)
- D) Application Evaluation & Selection of Employee

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III) Element #2: Performance-Based Supervision

- A) Reflect the (Healthy) Internal Norms of Your Organization
- B) Continuum of Supervision
 - Supervisor-----Team-----Self
 - 1. Elements of each style
- C) How Does the Organization Need Each Employee to Function?
- D) Different Employees = Different Supervision
- E) Low Intensity vs. High Intensity Supervision
 - 1. Behavioral research & behavior acquisition
 - a. Rewards vs. consequences b. Regular vs. intermittent
 - c. Potency d. Prompts e. Fading
- F) Problem-Based Supervision
 - a. Self-Based b. Supervisor-Based c. Team-Based

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IV) Element #4: Performance-Based Employee Review

- A) Reflects Organization's Internal Norms
- B) Reflects Performance-Based Job Description
- C) Collecting Four Types of Performance Review Data
 - 1. Self-evaluation (page 10)
 - 2. Supervisor's evaluation
 - 3. Internal consumers' evaluation (page 11)
 - 4. External consumers' evaluation (page 12)
- D) Assembly & Permutations of Data Sources
 - 1. #1 only
 - 2. #2 only
 - 3. #1 + #2
 - 4. #3 only (page 13)
 - 5. #4 only
 - 6. #3 written & #3 live
- E) Taking a Risk as an Evaluator
 - Keep it positive
 - Positive grapevine
 - Organizational growth & success
 - "Close" all loops
- F) How & When to Follow-Up

Bibliography:

Ash, P.B. (1992). The 10-minutes interview. The Executive Educator, March, 1992; 40-42.

Brull, H.P. (1991). Behavioral interviewing: Getting past the fluff. Mesaba, March/April, 1991; 34-36.

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Rum River North / Rum River South

In conjunction with
Milaca Public Schools and Mille Lacs County

In conjunction with
Cambridge-Isanti Schools and Isanti County

Bruce Miles, Ed. D., Director

Rum River North & South Day Treatment Programs

Mission

The Rum River North and South system will bring all necessary agencies together to work toward the educational and therapeutic goals of students with Severe Emotional/Behavioral Disorders and their families

Mission Delivery

Our Interagency efforts will result in the delivery of:

- Early intervention coordination, consultation and service
- A reinforcing and consistent educational program for students to improve behavioral, social/emotional and academic skills
- Rapid reintegration into less restrictive environments.

Program Focus

RRN & RRS programs primarily focus on the coordination & provision of services to E/BD students aged 9 to 15 at the time of referral. We provide structured behavioral, academic & therapeutic interventions for students and their families

Underlying Values

Members of our system believe in the value of:

- Early intervention and technical assistance to parents, school and community staff
- Consumer-based communication and coordination
- Least restrictive placements prior to, during and after our services
- A "No Touch" school program (no physical contact or restraint)
- Blended educational and therapy services
- Students assume total responsibility for all of their behavioral choices
- Interagency responsibility for program development, review & fiscal support
- Site-based decision-making by program staff

Page 1

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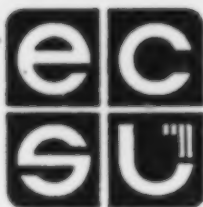
OUR MISSION

RUM RIVER SPECIAL EDUCATION COOPERATIVE, THROUGH CREATIVE USE OF RESOURCES, WILL ASSIST OUR SCHOOLS AND COMMUNITIES IN PROVIDING FOR THE SUCCESSFUL INCLUSION OF STUDENTS, ESPECIALLY THOSE WITH CHALLENGES.

WE WILL ACCOMPLISH OUR GOALS THROUGH SITE-BASED COMMUNICATION AND DECISION-MAKING STRATEGIES, TRAINING AND IMPLEMENTATION OF NEW PARTNERSHIPS.

OUR VALUES

- CHILDREN'S NEEDS ARE THE FOCUS OF OUR WORK
- FAMILIES ARE ESSENTIAL PARTNERS IN EDUCATION
- TEAMWORK IS FUNDAMENTAL TO SUCCESS
- INDIVIDUAL DIFFERENCES ARE RESPECTED
- EVERY INDIVIDUAL HAS THE CAPACITY AND THE RIGHT TO LEARN
- INNOVATION IS THE KEY TO PROBLEM SOLVING
- EACH CHILD SHOULD BE PROVIDED WITH APPROPRIATE EDUCATIONAL PROGRAMS



*Central Minnesota
Educational Cooperative Service Unit*

A Tradition of Service

3335 West St. Germain, Suite 105, St. Cloud, MN 56301 (612) 255-3236 Fax (612) 255-2998

Dr. Robert C. Cavanna, Executive Director

Region 7

RCSPD Vision and Mission

(Revised March 1993)

Vision:

Encourage cooperation/collaboration and assist in developing consistent, comprehensive, organized, ongoing education responsive to the needs of children with special needs throughout Region 7.

Mission:

The Region 7 RCSPD Committee will assess needs and provide and encourage participation in effective, reactive, and proactive training sessions in coordination with associated agencies.

RUM RIVER

NORTH & SOUTH

TITLE OF POSITION: EBD Instructor - Day Treatment Program

POSITION VACANT DUE TO: Resignation

LOCATION: Rum River South Program (Cambridge, MN)

COMMENCING DATE: August 31, 1992

DESCRIPTION OF DUTIES AND RESPONSIBILITIES:

- Effective behavior management for E/BD adolescents
- Effective classroom instruction in Reading, Language Arts, Math & Social Skills
- Supervise off-campus educational activities
- Collaborative planning & teaching with program team members
- Quality IEP development and accompanying documentation
- Quality consultation & assistance to districts re: referral & placement
- Effective assistance to districts with reintegration of students
- Timely, effective communication to parents, district and county personnel
- Professional development
- Additional duties as requested by Program Director

CONDITIONS OF EMPLOYMENT:

- A. Hours: As per master agreement
- B. Duration: As per master agreement (183 days)
- C. Rate of Pay: As per master agreement
- D. Other:
 - Quarterly evening meeting w/ parents & students
 - Meetings outside of traditional school day hours
 - Meetings in other Cooperative Districts
 - Supervision of after school detention

SPECIAL REQUIREMENTS:

- A. Degree or Classification: MN Teaching License in Emotional/Behavioral Disorders
- B. Experience: Minimum three years in a Level 5 or 6 E/BD program
- C. Other: Valid MN Driver's License

CLOSING DATE FOR APPLICATION: July 31, 1992

CONTACT:

Letter of Application, Resume & University Credentials to:
ISD #911 District Office
430 NW 8th Avenue
Cambridge, MN 55008

NORTH: C/O I.S.D. 912, MILACA, MN 56353, (612) 983-3041, FAX (612) 983-2121

SOUTH: 317 7TH LANE NE, CAMBRIDGE, MN 55008, (612) 689-3342, FAX (612) 689-6200

(Updated 5/91)

RRN/RRS School Social Worker/Reintegration Facilitator

PROGRAM COMPONENT AREA: Management Assistance

1. Assist with ongoing review and planning - RRN/RRS development.
2. Assist with developing and posting job descriptions.
3. Assist with interviewing and hiring.
4. Assist with scheduling.
5. Assist with discipline, suspension and re-entry procedures.
6. Assist with attendance reporting.
7. Assist with scheduling substitute teachers, behavior managers and instructional assistants.
8. Assist with staff meetings and implementation of policy decisions.
9. Assist with communication to:
 - a. District administration, staff and transportation
 - b. Social service and community agencies
 - c. Families & students
 - d. Related professionals
10. Other:

PROGRAM COMPONENT AREA: Interagency Responsibilities

1. Serve as member of Interagency Planning Committee (IPC):
 - a. Update board on student's progress
 - b. Review program success
 - c. Serve as link between students, parents and IPC
 - d. Predict developments for proactive planning
 - e. Inform program staff of IPC minutes
 - f. Inform parents & students of IPC minutes
2. Serve as member of Isanti County Family Violence Team.
3. Serve as member as requested on local County teams, task forces etc. as they apply to programs & IPC.
4. Maintain regular contact with Isanti County Social Services for ongoing consultation.
5. Maintain regular contact with community agencies regarding

services provided to students and families.

6. Make referrals to community agencies for students and families.

7. Other:

PROGRAM COMPONENT AREA: Interdistrict Responsibilities

1. Coordinate referral processes for students referred to programs:
 - a. Serve as initial contact for districts
 - b. Serve as process manager
 - c. Coordinate data collection and review
 - d. Review placement recommendations with district staff
 - e. Assist districts with ongoing interventions/reviews
2. Coordinate intake or and/or homebound teaching service delivery for all districts' incoming students.
3. Serve as informational link to district administration and staff.
4. Serve as liason to district case managers re: student progress.
5. Coordinate reintegration of students with district:
 - a. Administration
 - b. Special Education staff
 - c. Regular education staff
 - d. Transportation services
 - e. Support services (as necessary)
6. Ongoing technical assistance to district staff:
 - a. Prereferral interventions
 - b. Maintenance of reintegrated students' progress
7. Serve as representative to RRSEC districts' E/BD Case Manager's meetings.
8. Other:

PROGRAM COMPONENT AREA: Family Service Responsibilities

1. Direct parent instruction in parent education and family skills.
2. Regular direct support services to families.
3. Emergency support services to families and students as necessary.
4. Coordination of community services (mental health, probation, social services, health care) for individual families.
5. Supplement SpEd regulations by constantly updating parents re:

student progress.

6. Coordinate school reintegration plans with families.

7. Other:

PROGRAM COMPONENT AREA: In-Program Responsibilities

1. Serve as co-facilitator in student therapy groups.

2. Individual social work services to students.

3. Serve as member of program staff for daily & on-going program development & review.

4. Providing supplementary instruction to students in special topic areas as needed.

5. Other:



TITLE OF POSITION: Academic & Behavior Manager (7/92)

POSITION VACANT DUE TO: Resignation

LOCATION: Rum River North Program

COMMENCING DATE: August 25, 1992

DESCRIPTION OF DUTIES AND RESPONSIBILITIES:

Behavior management for level 5 E/BD adolescents
Assistance with classroom instruction
Planning with Program Team
Transportation of students to & from off-campus classes
Supervision of students during off-campus instruction
Assist with PE & Rec instruction & Vocational supervision
Behavioral data collection
Supervise after school detention
Serve on child study committees or on SpEd process teams
Professional development
Additional duties as requested by Program Director

CONDITIONS OF EMPLOYMENT:

- A. Hours: 7 & 1/2 hours per day
- B. Duration: 183 days
- C. Rate of Pay: \$10.71 per hour
- D. Other:

SPECIAL REQUIREMENTS:

- A. Two year degree or MN Teaching License may apply.
- B. Experience: Experience in level 4, 5 or 6 E/BD programs
- C. Other: Valid MN Driver's License

CLOSING DATE FOR APPLICATION:

July 29, 1992

CONTACT:

Letter of Application, Resume & University Credentials to:

Joni Olson
Rum River North
c/o ISD #912
Milaca, MN 56353

NORTH: C/O I S D #912, MILACA, MN 56353. (612) 983-3041 FAX (612) 983-2121

SOUTH: 317 7TH LANE NE, CAMBRIDGE, MN 55008. (612) 689-3342 FAX (612) 689-6200



(8/91)

Rum River North/South Applicant Evaluation:

NAME _____

POSITION APPLIED FOR: ACADEMIC & BEHAVIOR MANAGER

APPLICATION DATE: _____

1. Letter & Resume score (1 to 5 points) _____
(Format, grammar, neatness)
2. Employment History (1 to 10 points) _____
(E/BD experience, education experience)
3. References (1 to 10 points) _____
(Behavior management skills, classroom teaching skills,
off-campus supervision)
4. Interview (1 to 20 points) _____
(Communication skills, answers, poise, empathy)
5. Other (1 to 10 points) _____
(As decided by interview staff)

List reason for additional points assigned: _____

TOTAL POINTS: _____

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REFERENCES (Please list the names of five employers, supervisors, board members or professors.)

<u>Name</u>	<u>Position</u>	<u>Present Address</u>	<u>Phone</u>

PROFESSIONAL ACTIVITIES (Explain your role in each of the following activities. Where appropriate include location, dollar amounts, size of staff, numbers of students, unique problems or solutions and any relevant supporting documents or samples of work done by you. Be sure to include significant accomplishments.)

Evaluation of teachers and support staff _____

Project(s) in curriculum development _____

Policy development _____

Evaluation of programs _____

Vocational programs _____

Business management and budget preparation _____

Discipline of employees _____

Community education programs _____

Communication with parents _____

Parent/citizen advisory committees _____

PROFESSIONAL ACTIVITIES cont'd.

Staff development activities _____

Federal education programs _____

CANDIDATE'S STATEMENT (In your own handwriting, please give a statement as to why you desire this position and what you feel you can contribute to the School District of Maple.)

I have requested that my credentials be forwarded from _____

on _____

Name of Institution

Date

Make sure you have sent a copy of your credentials to complete your application. The School District of Maple will not request credentials from the institution. Therefore, if you do not see to it that your credentials are sent, your application will be incomplete and will not be given consideration.

I, the undersigned, in making this application, certify that I have truthfully answered all questions contained on this application, and that I am aware that any false statement made herein is justification for dismissal. I authorize the Board of Education and consultants to investigate my previous history and grant permission to check all references.

Signature of Applicant

Date

RUM RIVER



NORTH & SOUTH

WELCOME to the Rum River North & South Programs. We would like to get to know you through a different kind of process rather than a traditional interview. We will be working with you in a team setting that will let you present your knowledge and experiences in a manner that is as much like the real job as is possible under these conditions.

DIRECTIONS: Assume that you are coming into a regular staff meeting with the other teachers at the Day Treatment Program. Some topics for discussion at today's meeting have a lot to do with your particular teaching assignments. You will need to present your ideas and lead discussion on the following topics:

1. **Designing a Behavior Management System** Please design a behavior management system for use in your classroom and off-campus settings. You have eight E/BD adolescents students aged 9 to 17; seven males and one female. Describe management techniques, reinforcers and consequences. (Assume that you can design the classroom that you wish to use. Also, assume that sufficient funds are available for your use in developing the behavior management system.)
2. **Reading, Language Arts & Social Skills Curriculae**. Please outline a year-long curriculum for the subjects described above.
3. **Recreational Programming** Please present a quick inservice to the staff on what your experience has shown you to be desirable characteristics of recreational settings for our students.
4. **Reintegration of E/BD students into their home schools**. Please describe the technical assistance that you can provide to one of our districts to assist them with programming for an E/BD student that will return to a mainstream Language Arts class.
5. **Your workstyles**. Please inform staff about your personal workstyles, needs on the job, successful relationships with former staff & students. Also describe situations where you have had to convince fellow staff to accept your ideas and how you handle conflict.

Please help yourself to paper, pens, coffee and donuts during your time prior to the interview. Feel free to write down your ideas and use them during the interview. Our Secretary will be available in the main office should you have questions or need anything else.

Thank you for your interest in our program and your participation in this interview model. Your feedback will be confidential and appreciated.

NORTH & SOUTH

Winter 1993 RRN/RRS STAFF PERFORMANCE REVIEW PROCESS

NAME _____ DATE _____

Directions: Place an "X" on the dotted line on this form under AREA ONE to indicate your skill/performance level in Communication/Human Relation Skills as of January 1, 1993. Repeat for all AREAS.

AREA ONE: Comm/Hum Rel Skills

AREA TWO: Classroom Management X - - - - - X

AREA THREE: Assessment/Grading X - - - - - X

AREA FOUR: Knowledge of Sub Matter X - - - - - X

AREA FIVE: Use of Instrctnl Mtls X - - - - - X

AREA SIX: Professionalism X-----X

AREA SEVEN: Profess Development X-----X

AREA EIGHT: Plan/Orgztl Skills X - - - - - X

AREA NINE: Knwldg: Chld Grwth/Dvlt X-----X

AREA TEN: Instrctl Capabilities X-----X

ADDITIONAL AREAS:

AREA ELEVEN: Knowledge: SpEd Pol/Proc X-----X

AREA TWELVE: App: SpEd Pol/Proc X-----X

AREA THIRTEEN: Consultation Skills X-----X

AREA FOURTEEN: List two goals for our you: (Use the back if necessary)

A)

B)

AREA FIFTEEN: List two goals for our program(s):

A)

B)

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RRN & RRS Winter 1993 Performance Reviews

Directions: Answer the following questions regarding the knowledge, skills and performance of:

Send this evaluation along with the evaluations of other program staff to the secretary in the other site in the attached envelope. All comments for each staff member will be typed by that secretary & presented privately by the program director to each individual staff member in scheduled performance reviews.

Area #1: Delivering the Mission to Consumers Please describe an effective professional skill or method that this staff member uses to deliver our Mission & Services to consumers.

Area #2: Teamwork Please list one professional skill that this staff member demonstrates that makes all of the rest of our jobs easier.

Area #3: Effective Work Habits Please describe one very effective personal work habit that you see in this staff member.

Area #4: Growth & Improvement Please list one skill or behavior that this person could improve.

Area #5: Anything Else to reinforce?



DATE: May 7, 1992

TO: Consumers of Rum River North & South Services

FROM: Bruce Miles

RE: Staff Performance Reviews

This letter is a request for your assistance in evaluating the job performance of

_____ from Rum River North / Rum River South.

Each staff member at RRN & RRS has participated in a three-part evaluation series during the 91-92 school year:

Fall: Self-evaluation & Director's evaluation of performance

Winter: Evaluation of each staff member by other program staff
(Internal consumers)

Spring: Evaluation of each staff member by outside professionals
(External consumers)

Last week, each staff member at RRN & RRS gave me a list of seven external consumers/professionals. I selected four from each list and mailed those consumers a copy of this letter and the attached evaluation page.

All responses will be kept anonymous, yet will be presented to the staff person in a typed format exactly as they are written. Please contact me if I may answer any questions or if you prefer not to participate.

Thank you for your assistance.

R U M R I V E R
N O R T H & S O U T H

Please return this form in the attached envelope by May 1, 1992.

Directions: Please answer the questions below regarding the work of _____ . Please keep your comments free of identifying details (your building, district, names of students).

- 1) List two quality skills or behaviors consistently demonstrated by this person.

- 2) List a personal skill or professional topic for this person's continued growth & development in serving students, parents and district and county staff as consumers.

- 3) List the greatest strength that you have observed in this person's job performance.

1993 Performance Review
(Name)

Area #1: Delivering the Mission to Consumers

- * Presentation to districts, SELT participant, and willingness to initiative to contact all of our consumers in a positive, professional manner.
- * (Name) is very consumer orientated. He listens very well and is empathetic to their needs.
- * (Name) can be professional in many different areas of our system. He carries out our mission through the school and outside consumers.
- * Works hard and is effective at soliciting/inviting those who have involvement with students into the decision-making process.
- * Creative in delivering academic material to students that promote their interest in the lesson.
- * (Name) does a great job with mainstream staff and parents.
- * Your skills in meetings, SpEd SELT, etc. are very good. You can alternately lead or follow.

Area #2: Teamwork

- * Has shown greater flexibility in unexpected changes. Works with team in a positive and focused approach.
- * It is very easy working in a classroom with (Name) because he is so energetic and creative that students are enthralled and behaviors are rarely an issue.
- * (Name) can be a great team player. I enjoy his suggestions at team meetings and he always tries to get group concerns before he acts on decision.
- * Actively seeks out the ideas, opinions or impressions of other staff when writing goals or making "unplanned" interventions for students.
- * (Name) is very creative. He uses this creativity to make classes more enjoyable for the students.
- * (Name) takes all work seriously and is always willing to step in and help - not ever afraid to give up his prep time.
- * You fill in for others to get the job done.

Area #3: Effective Work Habits

- * Works effectively with group in brainstorming and planning meetings to develop best plan for student. Always seeking information and knowledge.
- * (Name) takes his job seriously yet is able to joke and lighten up almost any situation.
- * (Name) has a lot of energy and new inventive ideas for his classes. I believe the students like each class he teaches.
- * Dedicated to putting the needs of the students first.
- * Works hard and efficiently.
- * Very good diagnostic skills regarding what each student needs behaviorally.

Area #4: Growth & Improvement

- * You (inadvertently) use a lot of negative facial expressions when others talk in staff meetings.

Area #5: Anything Else

- * (Name) has made a conscious effort to work with group and take leadership in bringing group to a decision/plan.
- * (Name)'s new found interest and knowledge of computers has been a great asset to the program.
- * I believe he could be a great access to our new teacher. He could bring great light to her. He could be a mentor and at the same time he could be her equal. (Name) has many wonderful qualities that could teach her as he has taught to us.
- * Fun to work with as a team member.
- * Fantastic teaching skills!